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ABSTRACT

GRADES OR AGES: Grades 11 and 12. SUBJECT MATTER: English for the academically handicapped. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains several introductory chapters. The central part of the guide which outlines the curriculum is broken down into four sections--composition, language, literature, and mass media. The guide is xeroxed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: A rationale for the course and a series of objectives--mostly attitudinal--are outlined in the introductory chapters. General descriptions of suggested activities are listed in each of the four sections. INSTRUCTIONAL MATERIALS: Suggested materials are briefly listed at the beginning of each section. Other materials are sometimes mentioned in an activity description. STUDENT ASSESSMENT: No provision. (RT)

ED0 48232

ENGLISH CURRICULUM

GRADES ELEVEN AND TWELVE

the NOW student

A Noah Wallace Income Fund Project
Farmington Public Schools
Farmington, Connecticut
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1.

foreword

"In recent years people in the school world have had difficulty developing the proper term to designate a group of pupils with whom we have become increasingly concerned. We have called them the "culturally deprived", the "educationally disadvantaged", and the "educationally handicapped". None of these terms has been satisfactory. In the present discussion the term "non-academic student" is no better. Presumably it includes all those students who are not performing up to some rather arbitrary standard in such academic tasks as reading, writing, and arithmetic.

The sum of this is that these children are action--not word--oriented; they are present--not future--oriented; they are failure-not success--oriented. These orientations are a result of their total experience in life. Any change for the better must grow out of a change in the day-to-day experience. In the face of such difficulties the school may not be a very decisive total social structure. However, decisive or not, it must take these orientations into account when it attempsts to develop programs of studies to which these children will respond."

1. Relevant Characteristics of the Non-Academic Student: from an address by Dr. Robert W. Edgar, Professor of Education, Queens College, N. Y., given at a Seminar on "Totalinarianism and the Values of a Free Society: Problems of Teaching the Non-Academic Student." May 18-19, 1967, Terre Haute, Indiana.

Introduction

As attested to by Dr. Edgar, it is virtually impossible to place a label upon those high school students whose performance, when compared with that of their "academic" peers, falls considerable below expectations. Defined limitations, to the contrary, however, there are more than enough materials and activities which the teacher can utilize in meeting the needs of these action-oriented, present-oriented, sight-oriented, and failure-oriented students.

The primary purpose of this guide is to assist the teacher in his attempts to create relevant, meaningful classroom experiences which will effect a change in these students' self-concept and give them a genuine feeling of accomplishment. There must be constant emphasis on their positive attributes.

In his speech at the same seminar, Dr. Charles W. Engelland, Professor of Education, Indiana State University, addressing himself to the topic "Adapting Instruction for Non-Academic Students," further distinguishes the "general" student as one who is oriented towards "concrete evidence, episodes, or processes." Teaching strategies for this type of student, therefore, must reflect the teacher's awareness of the various areas of orientation to which both Edgar and Engelland refer. Perhaps the most significant of these areas, as far as teacher-pupil relationship is concerned, is "person" orientation. These students are more sensitive to interpersonal relationships than the so-called academic student. The teacher, then, must expect animosities to exist not only between him and the student but among the students themselves. Outbursts are the order of the day although the teacher must set the limitations!

To prescribe specific units of study for this type of student, to assign definite content coverage for each marking period, to insist upon a certain number of book reports per year, to teach grammar per se, to assign compositions merely for mutilization's sake--all these would but perpetuate an already tragic status-quo. The abilities of this kind of student demand much more flexibility in both content and methodology. Their attention span necessitates a greater variety of short-term activities rather than long-term projects. For it must be remembered that these students are present oriented, not future. They are concerned with now now, not with studying now for tomorrow!

major concept

With an underztanding of the kind of student for which this guide is written, there can be but one general objective: improvement in the communication skills of reading, writing, speaking, listening, and seeing.

sub-concepts

Sub-concepts involved in achieving this goal should provide the teacher with considerable insight as regards the ost effective ways to create units of study based upon suggested activities and materials. These concepts are as follows:

1. The student understands and appreciates the role of language in communicating information, in reflecting social values, in expressing personal feelings, and in creating a sense of community.

2. The student sees the relevancy of what he is doing in class to what he is.

3. The student is aware that language makes inter-personal relationships active, not passive.

4. The student becomes more actively and vocally critical in his audio-visual environment.

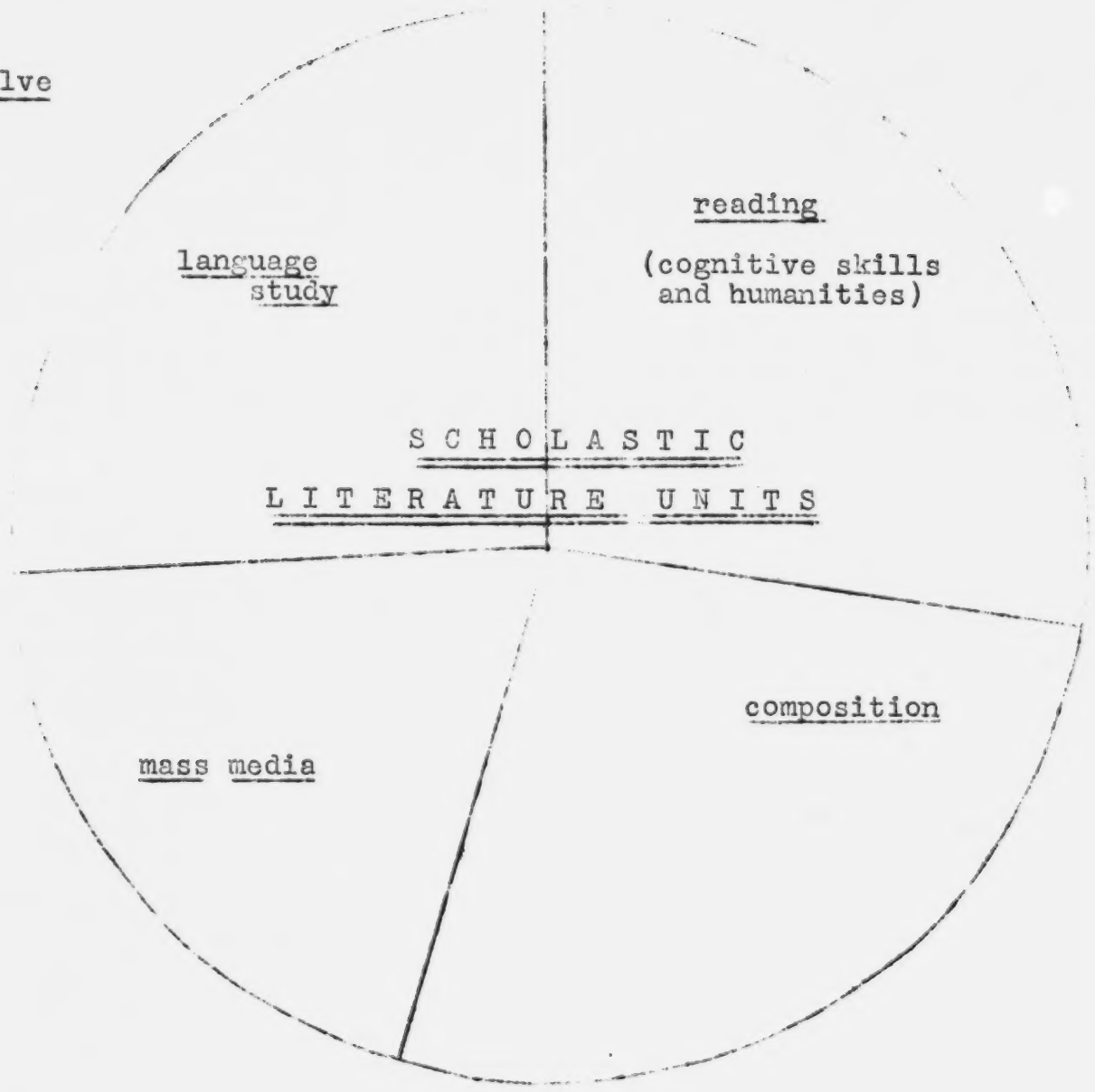
5. The student develops an interest in reading literature, not only for the sake of cognitive skills, but also as a human experience.

implementation of the curriculum guide

In an effort to break the grade level barrier, this curriculum for the NOW student, classified variously as non-academic, low-achiever, general, etc., can be adapted to meet the needs of grade eleven or grade twelve students. With Scholastic Literature Units as the focal point, the teacher may develop supplementary units by using the list of suggested activities and materials. The proper and efficient use of this guide necessitates cooperative planning. The teachers working with grade eleven and twelve students must, therefore, plan units throughout the year for both grades in such a way as to avoid repetition the following year. In employing the thematic approach to literature, for instance, the teachers must designate particular paperbacks for each year within the framework of the Scholastic Literature Units.

Initially, then, there must be an emphasis on grade eleven activities and materials. The program should be so devised that, in the second year of total curriculum implementation, the activities and materials may involve either grade eleven or grade twelve students. An over-view of the curriculum coverage, as illustrated by the following schema, will provide the teacher with a general understanding of how to structure specific units.

grades eleven and twelve



rationale

The key to success in the implementation of this curriculum is cooperative planning. In all areas of the schema, activities and materials are geared to the individual needs and interests of grade eleven and twelve students. Teachers will utilize these activities and materials in such a way as to make them relevant to the NOW student. Drawing upon the recommended activities and materials, teachers will plan large and small group units of study as well as provide for individual instruction.

Where reinforcement becomes necessary, the implementation of this descriptive, not prescriptive curriculum, could involve having some students "teach" other students. Those who understand sentence structure and/or variety, for instance, could work with their peers who need additional help in this skill.

A major aspect in the rationale of this program is the intent to break away from the basic single text approach to teaching English. An inherent feature of the list of activities and materials is that it allows the teachers to create many and varied learning situations. Rather than have a text which prescribes activities, the emphasis in this curriculum is upon activities which evolve from student-teacher planning. Also, this curriculum should encourage the student, through exploration, towards a re-discovery and appreciation of his language. The thematic Scholastic Literature Units, as opposed to the single text approach, contain the kinds of materials to meet varied interests, needs, and abilities. In addition, they suggest even further pupil-centered activities.

All areas of the program lead themselves to a humanities approach. Many of the activities listed in this guide show that studies in communication media are synonymous with studies in the humanities and that they are not separate, distinct disciplines.

Where the results of diagnostic tests and teacher judgment indicate the need for more intensive drill in the basic skills of reading or writing, the teacher should be familiar enough with the recommended materials so that he can devise additional lessons in meeting individual needs.

Finally, the essence of this curriculum is its flexibility. In effect, this flexibility will be the sine quo non of a non-graded English curriculum.

In devising units of study, through cooperative planning focused upon individual needs and interests, teachers must become familiar with all the sources listed for each area of the schema. The accompanying activities are simply topical. Each may be the primary emphasis of a unit, or several of them, as they interrelate, may be used as a single unit of study. The Art of Communication, a guide to media written in 1968, offers a more detailed description of the media activities contained herein.

COMPOSITION

MATERIALS

Scholastic Literature Units

Tressler, English in Action III and IV

SRA Contemporary Composition

Language and Reality

The Languages of Discovery

Student Writings

Tapes

ACTIVITIES

Understanding point of view

Understanding tone

Importance of Word Choice

Applying levels of usage--appropriateness (formal and informal styles), figurative language

Filling out applications

Business letters (suggestion: work in conjunction with teacher of Business English)

Reading and writing reviews based upon books, movies, TV shows, records

Writing advertisements -- the power of the right word

In-class writings

Student evaluations

Developing a major idea

Use of documentation through argumentative paper

Keeping literary journals

Using the library

Writing news stories -- fact and opinion -- propaganda -- persuasion

Mechanics of writing

Creative writing -- group or individual
- poetry
- drama
- short story
- essay
- vignette

Writing film scripts

Writing newspaper columns
- e.g. obituaries
  - social events
  - want ads
  - sport stories

Communicating feeling, thought, information (description, narration, exposition)

Applying logic: Induction and deduction

LANGUAGE

MATERIALS

Scholastic Literature Units

Tressler, English in Actimn III and IV

Languages of Discovery

Learning Words 11 and 12

Records

Tape Recordings

Cassettes

Library resources

Mimeographed materials

Word Attack

ACTIVITIES

Study of language as a symbolic system

A study of the History of Language

e.g. Origins of speech
Invasions of Great Britain
Foreign Borrowings
Prefixes, Suffixes, Roots

American Dialects

Formal and Informal Usage
Notion of "correctness" or appropriateness

Figurative Language

Language and Social Values

Language and the news

Propaganda

Dictionary skills

Vocabulary of various disciplines

Forms of communication other than speech

Anthropological differences in communications

Oral Language
speaking to inform, convince, persuade

Responsive and critical listening

Mechanics: e.g. morphology, syntax

Listening to Poetry as a language activity

Conducting Debates

Performing plays: emphasis on intonation, inflection, timing

LITERATURE

MATERIALS

Scholastic Literature Units
Themes: Personal Code and Survival

Literary Cavalcade

Accent U.S.A.

The U. S. in Literature

Adventures for Americans

Four Complete Modern Novels

Four Novels for Appreciation

Short Stories II

Filmstrips

Paperback Sets
The Catcher in the Rye
1984
Inherit the Wind
Farenheit 451
All Quiet on the Western Front
A Bell for Adano
Of Mice and Men
Lord of the Flies
On the Beach
What Makes Sammy Run?
True Grit
The Butterfly Revolution
The Greatest Thing Since Sliced Bread
I Never Promised You a Rose Garden
Flowers for Algernon
The Illustrated Man

Paperback Libraries

Papertexts

ACTIVITIES

Understanding Literary Form
e.g. drama, novel, short story, essay, poetry

Understanding elements of Literature
e.g. theme, characterization, style, satire, irony,
conflict, point of view, setting, stereotypes, plot structure

Cross-media analysis of book and film

Reading for comprehension

Dramatizing short stories

Play production

Recreatory Reading

Oral reading:

emphasis on poetry

The nature of the materials listed allows for "thematic" groupings. Also, the teacher may use these materials in either a skills approach to reading or a values approach to literature as a human experience.

IDENTIFICATION

Catcher in the Rye
True Grit
Greatest Thing since Sliced Bread
I Never Promised You a Rose Garden

NEGATIVE UTOPIA

1984
Farenheit 451
On the Beach

HEART OF DARKNESS

Lord of the Flies
The Butterfly Revolution

WAR

A Bell for Adamo
All Quiet on the Western Front
On the Beach

MASS MEDIA

MATERIALS

Exploring the Film

Feature Films and Short Films

Documentary Films

Television

TV Guide

Magazines and Newspapers

Radio

Tour of TV Facilities

Student Surveys

Film of best TV commercials of 1968

Records and Tapes

Language and Reality

Languages of Discovery

ACTIVITIES

Analysis of commercials in their visual aspect

Study of vocabulary used in advertising with the product and the audience in view

Analysis of advertisements for different approaches taken to sell product

An analysis of advertisements, considering their appeal to human needs and desires

Study of images created for products

Study of images given to candidates through coverage of mass media

Study of advertising techniques used for appliances

Study of advertisements for products of pleasure, for activities for leisure time

Analysis of advertising in which no specific product is to be purchased

Student surveys concerned with such questions as:
Why do you watch television?
What sort of programs do you watch?
How many hours do you spend watching TV? reading?

Student committees to study the literature of television in various types of shows

The reading of the work of well-known television critics and the writing of critical reviews in which the student will consider the purpose of the program and the use it makes of its medium.

Analysis of TV news and study of the way it differs from radio and newspaper coverage

Study of television as medium of editorials and propaganda

Study of TV as a business

Film Study Activities:
- The roles of the professionals
- The role of the audience
- Film technique
- The film as an art form
- Technique of literary analysis as applied to the study of Cross-media analysis--from novel to film

Evaluation of comic strips
- intellectual levels
- satire
- editorializing
- stereotypes
- clinches
- political cartoons

Creating comic strips

Evaluation of magazines
- types of articles
- audience appeal
- literary level
- purpose of magazine

Study of the newspaper
- the format
- visual aspects
- slanting
- purpose of a newspaper
- editorializing
- writing style
- notion of objectivity--interpretation of events
- entertainment
- solving business, recreation, and other problems

behavioral outcomes

1. The student acquires a greater facility for language.
2. The student develops a positive attitude towards language.
3. The student becomes a self-motivated reader.
4. The student is more independent in the application of cognitive skills.
5. The student becomes more sophisticated in applying the skills of communication.

curriculum guidelines

for

the NOW student

grades nine and ten

the communication skills: reading, writing, listening, speaking, and seeing

curriculum guidelines for the NOW student

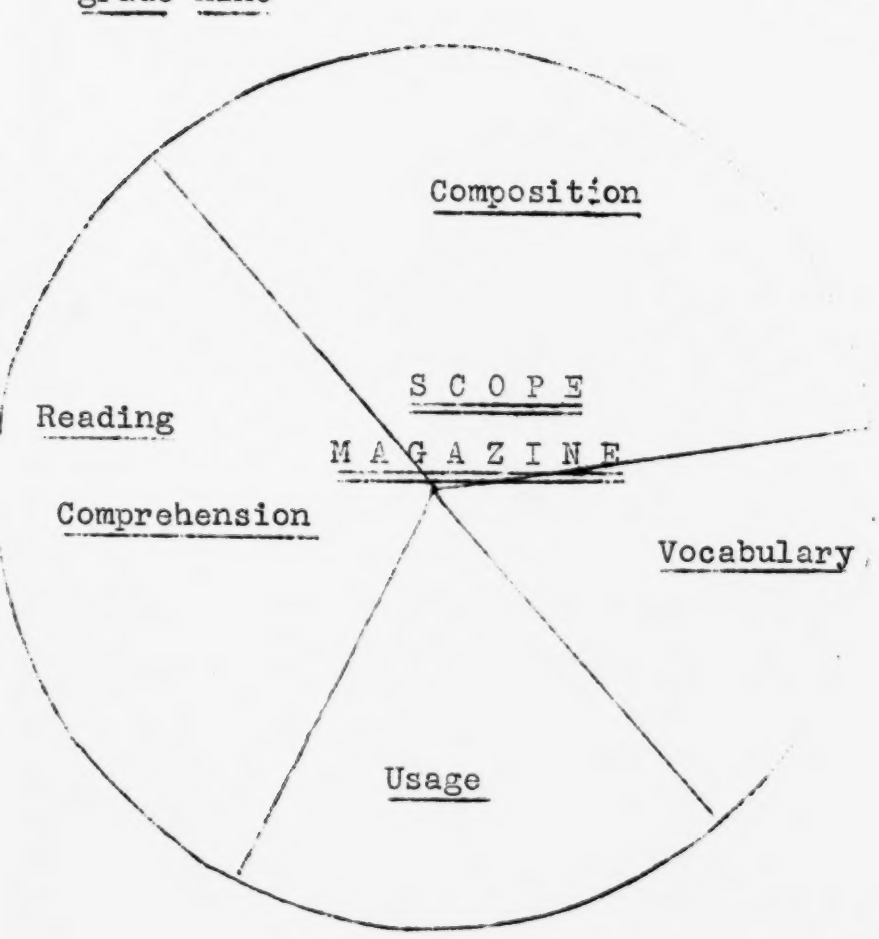
grades nine and ten

the communication skills: reading, writing
listening, speaking, and seeing

The following course description is a general outline, the primary purpose of which is to define the learning activities recommended for those ninth and tenth grade students whose individual needs demand more attention to fundamental communication skills. It is also a tentative outline subject to change when a more detailed curriculum including objectives, methodology, behavioral outcomes is subsequently written.

As seen in the attached schemata, the focal point of all activities is SCOPE magazine for grade nine and PRACTICAL English magazine for grade ten. Each magazine emphasizes those skills in reading, writing, speaking and listening which will meet the interests and needs of students. There is intentionally no specific concern for sequential implementation of the outline. Again, the "change of pace" aspect of both the core and the extended activities makes for a more exciting classroom atmosphere and allows for greater attention to individual needs in the skills areas.

grade nine



SCOPE magazine, issued September through May, provides some continuity in the areas shown in the above schema. The teacher's copy suggests various approaches and contains such aids as projecturals, recommended activities, and additional reading lists.

With SCOPE as the core, the teacher may, in an effort to meet individual needs, elaborate upon the four areas by using the following supplementary materials and/or activities as they relate to each area.

Grade Nine

READING COMPREHENSION

SUGGESTED ACTIVITIES	MATERIALS
Reading for context meaning	READING FOR UNDERSTANDING (SRA Kit)
Reading for main idea and/or details	READING COMPREHENSION BOOK 1 (Cambridge)
Reading for appreciation critical analysis enrichment	Paperbacks (thematic approach)
Independent Reading	Paperbacks
Individual Guided Reading	Paperbacks
Short story, poetry, non-fiction, drama	Vanguard (anthology)
Inference, imagery, figures of speech, etc.	Tactics in Reading 1 (Kit)

Grade Nine

COMPOSITION

SUGGESTED ACTIVITIES	MATERIALS
Writing effective sentences	Jr. English In Action, III
Preparing for debates	Students' own writings
Use of resources	Library
Writing paragraphs	Library (arrange with librarian for orientation session)
Extensive in-class writings	Jr. English in Action, III
	Students' own writings
	N.B. The teacher should become familiar with various units in Jr. English in Action, III, a supplementary text, and utilize the activities included in these units as the need arises.

Grade Nine

USAGE

SUGGESTED ACTIVITIES

Understanding levels of usage
(concept of the abstract and the concrete)

Understanding connotation, denotation and other aspects of semantics

Correct Expression
Oral (e.g. debates, short speeches)
Written

MATERIALS

Dictionary and Learning Words 9

Pertinent units in Jr. English in Action III.
Learning Words 9
Dictionary

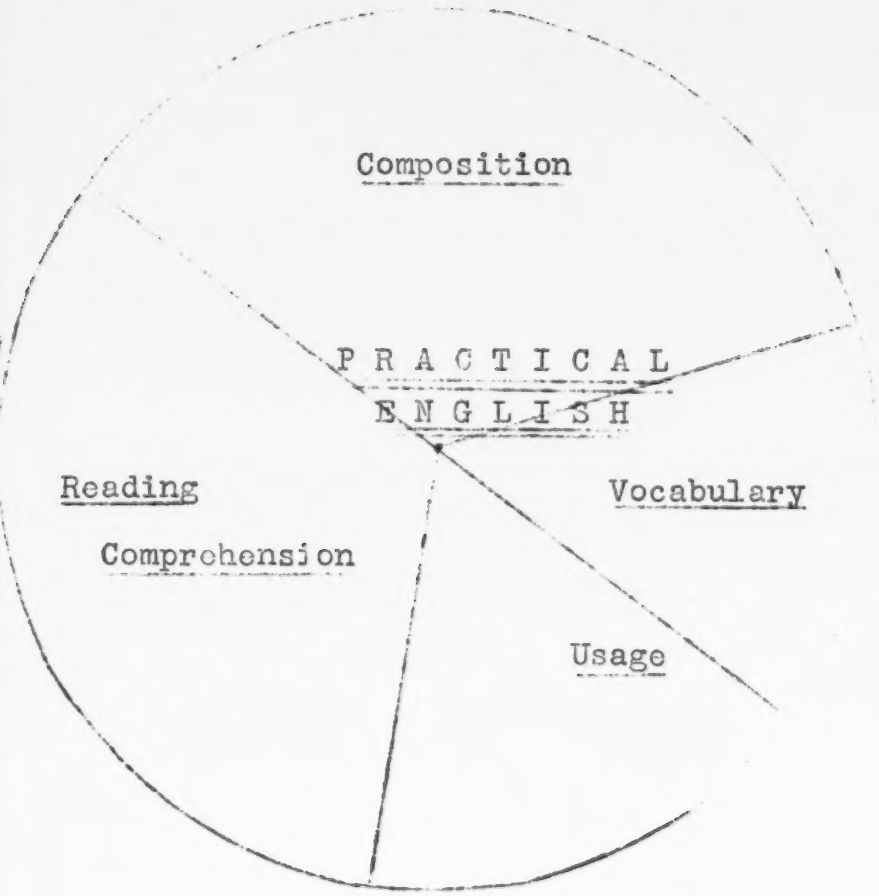
Students' own writings
Exercises in Jr. English in Action, III
Exercises from Warriner's

Grade Nine

VOCABULARY

SUGGESTED ACTIVITIES	MATERIAL
Learning prefixes, suffixes, and roots	Learning Words 9 Jr. English in Action III Warriner's
100 Most Often Misspelled Words	Mimeographed list
Words as they relate to the content areas	Spelling Goals for High Schools
Word recognition	Cross Word Puzzles
Specific vocabulary per area of study (e.g. film, newspaper, literary and language terms, etc.)	Vocabulary Notebooks
	N.B. All students will participate in mass media offerings. Their involvement will consist of analyzing advertisements and studying feature films.

grade ten



PRACTICAL ENGLISH, a Scholastic publication issued September through May, contains sufficient material to serve as the core for the grade ten curriculum. Unlike Scope, this magazine is somewhat more sophisticated in its approach. Yet the general concepts are similar enough so that it can provide continuity with regard to the four basic skill areas.

The following activities and materials may be used by way of providing further in-depth study. The primary purpose of these extended activities is to meet the individual needs of the grade ten student.

grade ten

READING COMPREHENSION

ACTIVITY	MATERIAL
Reinforcing reading for context meaning	Reading for Understanding (SRA Kit)
Reading for main idea and/or detail	Reading for Comprehension Book II (Cambridge)
Reading for appreciation critical analysis enrichment	Paperbacks
Independent Reading	Paperbacks
Individual Guided Reading	Paperbacks
Short story, poetry, non-fiction, drama	Perspectives Exploring Life through Literature
Inference, imagery, figures of speech, etc.	Tactics in Reading II (kit)

grade ten

COMPOSITION

ACTIVITY	MATERIAL
Writing effectively	English in Action 2 Building Better English and Workbooks
Preparation for oral work (outlining, etc.)	English in Action 2 Library Building Better English
Writing Paragraphs description, narration, exposition, etc.	Warriner's Building Better English
Two-three paragraph themes	Building Better English
Writing Newspaper Articles	Newspapers and Magazines
Journals	Students' own writings
Extensive in-class writings	Composition notebooks

grade ten

USAGE

ACTIVITY	MATERIAL
Reinforcement of levels of usage emphasis on dialect	Learning Words 10 Dictionary
Further work in semantics	Building Better English Dictionary English In Action 2
Correct Expression	Selected exercises from Warriner's
Dictionary skills	Dictionary English in Action 2

grade ten

VOCABULARY

ACTIVITY	MATERIAL
Reinforcement of prefixes, suffixes, roots	Learning Words 10 English in Action 2 Building Better English and Workbooks
Word Games	Cross-word puzzles
Etymological derivation	Library Dictionary Warriner's
Spelling	English in Action 2 Students' own errors
Technical Vocabularies	Vocabularies of other disciplines

N.B. As with grade nine, the tenth grade students will have opportunities to participate in the mass media program whenever appropriate.